

## CQS Board of Trustees Agenda: 9 June 2021

Agenda Item	Led by	Time
1. Administration: 1.1. Present 1.2. Apologies 1.3. Declaration of Interests 1.4. Confirmation of Minutes 1.5. Health & Safety Report 1.6. Destruction of archived records	Chair	7.00
2. Monitoring: 2.1. Review of Action Items <ul style="list-style-type: none"> <li>• Tax credits (GM)</li> <li>• Partnerships (LP)</li> <li>• Building tenders (DW)</li> <li>• Communication re strategic initiatives (JT)</li> </ul> 2.2. Principal's Report	Principal	7.05
3. Sub-committees 3.1. Personnel 3.2. Finance <ul style="list-style-type: none"> <li>• Report</li> <li>• Fundraising &amp; Grants</li> </ul> 3.3. Information Technology 3.4. Property 3.5. Community	Sub-committees	7.25
4. Board Strategy 4.1. Strategy Initiatives 2021 4.2. Board Development	Chair	8.10
5. Communications: 5.1. Correspondence 5.2. Up-coming Newsletter Items 5.3. Planned Events	Chair	8.20
6. Meeting Closure: 6.1. Review of Minutes & Agreed Action Items	Chair	8.30

## Property Sub Committee Minutes - for June 9 Board Meeting

<b>Date: Tuesday 25 May 2021</b>	<b>Present: Liz Patara, Thorsten Engel, Michelle Little, David Phipps, Dave Woods and Mark Scrimshaw (Ashby Property Management)</b>	<b>Apologies:</b>
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### Summarized Matters for the Attention of the Board

<b>Context</b>	<b>Discussion / Outcome</b>	<b>Action for Board</b>	<b>Action Required - Timeframe - Person</b>
Discussion of tenders from the 5 Architects sourced by Mark at Ashby's. Architects Tenders are for Weathertightness investigations and remediation plan to Blocks C, D and E + Hall	After thorough discussion, tenders received were reduced down to the top 2. Liz to source feedback from other Principals who have used both of the top 2 Architecture firms for further information to inform decision which Tender to proceed with.	<i>Property Subcommittee to follow up once feedback received.</i>	Liz to source feedback from the Principals at Makara Model school, Greenacres and Johnsonville Primary School to get feedback on Seddon Architects and Design Group Stapleton

<b>Date: Thursday 3 June 2021</b>	<b>Present: Liz Patara, Thorsten Engel, Michelle Little, David Phipps and Dave Woods</b>	<b>Apologies:</b>
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### Summarized Matters for the Attention of the Board

<b>Context</b>	<b>Discussion / Outcome</b>	<b>Action for Board</b>	<b>Action Required - Timeframe - Person</b>
Discussion of feedback sourced by Liz from other Principals at schools worked on by the 2 final contender in Architects Tenders for Weathertightness investigations and remediation plan to Blocks C, D and E + Hall	With a quorum of the board the decision was made to proceed with Seddon Associates, and start the process as soon as possible.		Liz / Thorsten to advise Mark at Ashby's Property Management and to start the process with Seddon with all possible haste.

### Discussion of agenda items

<b>Item</b>	<b>Discussion / Outcome</b>	<b>Action for Board</b>	<b>Action Required - Timeframe - Person</b>
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<p>Discussion of hiring a volunteer helper for Robert. Offer from the volunteer on the table.</p>	<p>David Phipps raised concerns of the Work Safe and Department of Labour requirements, that each individual member of the board would be found to be personally liable should an accident happen onsite and all due diligence to ensure a safe working environment had been undertaken. Rispsks considered higher than a normal volunteer due to the nature of the work (with tools).</p>	<p>To further discuss and make a decision based on the risks to the school and the risks carried personally by Liz as School Principal as well as each individual member of the board.</p> <p>David Phipps asked (due to him going to be absent at the board meeting), that his reservations and therefore "No" vote be registered.</p>	<p>Liz / Thorsten to request understanding of skills on tools (possibly via CV) of the person offering to volunteer.</p> <p>Liz / Thorsten to do further research into liabilities of the school and board members.</p> <p>Will be presented back to the board at the monthly meeting.</p>
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## Professional Learning Development Evaluation

The practice of professional learning and development (PLD) at Clyde Quay School is a mixture. It comprises: -

- staff electing to undertake tertiary/ or extra study (e.g postgraduate study, completing M.Ed);
- whole school development, undertaken during and outside of school time), in the main external providers are contracted;
- PLD consisting of one or two day workshops;
- teaching staff attending *Conferences*, when this has occurred it has been just prior to the start of a school year.
- Ministry of Education (MoE) contracts such as *Teacher Led Innovative Fund* 2017-2018 (Mark Sweeney); *Science* 2018-2019 (Evaluation Associates); and currently *Accelerating Written Language* (Julie Beattie, Learning Solutions Auckland University) is in the pipeline;
- ongoing MoE approved programmes, *Reading Recovery*; and
- MoE funded study leave/ or other approved professional development days.

Costs are shared between the MoE and the Board:

1. In the main staff funds their tertiary education; in addition staff members receive \$400 allowance plus relief teacher costs for study days. The amount and teacher release is subject to the number of staff calling on the fund.
  2. Likewise the cost of whole school development undertaken during school time is a shared cost, if external providers are employed. The MoE/ or the Board share the costs.
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3. Usually the Board pays for the one or two day workshops; cost of the course and relievers.
4. The Board approves applications for MoE contracts; if successful the MoE pays the bulk of costs.
5. The *Reading Recovery* programme is also a shared cost; the MoE approves .2 (FTTE) and the Board is expected to match this amount or better.
6. There is MoE funded study for teachers and principals.

Some courses are free and no relief teacher required; these courses are outside school instruction hours. Furthermore as we all know, on-line PLD is on the increase, '*any time any where learning*'. Staff is increasingly opting to undertake such PLD at no cost to the MoE/ or Board.

The PLD budgets 2018-2021 ranged from \$11,200 - \$19,700. If PLD requires relievers this equates to a maximum of \$336 per day plus the cost of the course. Notwithstanding this, there are many instances where teacher release is covered internally; debited to professional services/ or managed through banked staffing (least expensive teacher is debited to operations grant and most expensive teacher to MoE entitlement staffing) therefore costs are masked.

The advent of the *Accord*, an agreement between the MoE, NZEI, and PPTA, to solve complex issues; saw the allocation of eight PLD days to be used during the term of teachers' respective collective agreements (2019 - June 2022). This afforded the school the opportunity to elect specific topics of interest. Thus far, Y1-2 teachers investigated *Play based learning*; Y3-4s modern learning environments and with Y7-8 BYOD. The school will use June 8 to continue with *Accelerated Written Language* and teachers will nominate other topics of interest for further exploration with the remaining allocation of teacher only days.

The recently agreed *Teacher Aide Pay Equity* settlement includes MoE paid PLD for teacher aides. Teacher aides are taking full advantage of this offer. They have aligned it

directly to their roles in supporting diverse students across curriculum. Prior to this, there was a modest Board allocation (which still remains) of funds; relevant one-off MoE funded courses; and internal organisation to release support staff to attend courses.

## **Professional Learning Development**

### *Job Satisfaction*

As in any profession, staff undertakes PLD to increase their knowledge, skills, and understanding ultimately to improve learning and teaching practice hence impacting positively on student learning.

The drive to increase student performance for diverse students in Aotearoa NZ continues to underpin PLD. It should be noted teachers commented there should be more time and funding allocated to pursuing personal learning and interest for its own sake. It is a major factor in job satisfaction for our staff, '*learning for learning's sake*'. This is evident in the allocation of PLD days described earlier.

## **Research Findings**

### *Effective Professional Learning Development*

Reviewing PLD and student achievement 2007-2021 results in 1,450,000 google hits (7.6.2021). Filter for professional development increases student achievement 2007-2021, it reduces to 16,300.

Kwang Zuk Yoon et al (2007) reviewed 1300 studies on how teacher PLD affects student achievement. Only nine studies met the evidence standard (showing a paucity of study examining the link between the two). The report found teachers who received substantial professional development—an average of 49 hours in the nine studies—can boost their students' achievement by about 21 percentile points.

Timperley et al (2008) undertook to synthesise research, internationally and in Aotearoa NZ, about how to promote teacher learning in ways that impact on outcomes for a diverse

student population; in short closing the gap (p. xxiii). Ten principles to effect student achievement were found:

- Focus on valued student outcomes;
- Worthwhile content;
- Integration of knowledge and skills;
- Assessment for professional inquiry;
- Multiple opportunities to learn and apply information;
- Approaches responsive to learning processes;
- Opportunities to process new learning with others;
- Knowledgeable expertise;
- Active leadership;
- Maintaining momentum.

Undepinning these principles is the cycle of teaching as inquiry.

A decade on, Darling-Hammond et al's (2017) research shows rigorous studies demonstrating a positive link between teacher professional development, teaching practice, and student outcomes. This study showed seven features of effective PLD:

1. Content focussed ;
2. Incorporates active learning;
3. Supports collaboration;
4. Uses models of effective practice;
5. Provides coaching and expert support;
6. Offers feedback and reflection; and
7. Is of sustained duration.

Likewise Guskey (cited in Education Review Office, 2009, p. 46), provided a comprehensive checklist to plan and judge the effectiveness of professional learning development. Guskey asserted:

*"Forms of evidence include changes in student social or academic outcomes, changes in teacher practice and changes in school systems as a result of professional learning and development (ibid, p. 46)."*

Research undertaken by Timperley (2007), Darling-Hammond et al (2017), and Guskey (cited in Education Review Office, 2009, p. 46) on effective PLD resonates. According to these researchers, germane to effective PLD is well developed systems to:

- evidence changed teaching practice resulting in;
- student progress/achievement;
- that is sustained over time.

This is borne out, in earlier research which the Education Review office ([ERO], 2009) conducted. ERO concluded increased teachers' knowledge and practice depends on how well a school manages its professional development programmes.

*"Boards of trustees, principals, senior managers and teachers each have a role in ensuring that the school's PLD programmes focus on improving teaching practice and improving outcomes for students (p. 35)."*

Furthermore managing PLD effectively depends on school leaders knowing their investment resulted in changed teacher practice and in turn increased student progress/achievement. In order to achieve this schools require well developed monitoring and self-review systems identifying changed teacher practice, student progress, and student attitudes (ibid p. 35)

## **Expenditure on Professional Learning Development**

### *Cost benefit analysis*

#### Quality Teaching Rounds (QTR) 2020

The University of Newcastle (the University) contracted Deloitte Access Economics to produce estimates of the cost-effectiveness and economic value of Quality Teaching Rounds (QTR). It involved an assessment of cost-effectiveness from the perspective of schools and a cost benefit analysis (CBA) to measure value at a system level (p. ii).

### *System level view:*

The report contends increasing teaching quality, the QTR causes improved student achievement in mathematics hence it is anticipated to translate into a long-term benefit to



productivity when these students enter the workforce, raising gross state product (GSP) for NSW (ibid, p. 17).

This contention has to be treated with caution; as its own research showed "*No statistically significant differences in science and reading progress were found in either the researcher or trainer-led QTR trial arms relative to the control.*" Of course a reason for this was proffered.

The writer continues to search for comparable QTR research here in Aotearoa NZ (AoNZ). In 2018 \$200m was divested in the Education Council to oversee professional learning and development over a 3-year period; as yet the writer has not found a CBA for this funding.

In short effective professional learning development has to be well managed. It has to effect results in changed teaching practice that increases student progress/achievement and is sustained.

### **Implications for Clyde Quay School**

Effective PLD *resulting in changed teaching practice increasing student progress/achievement and is sustained*, is ingrained in our teaching helix.

### **Recommendations**

1. The school continues to align its PLD spending to priorities and this year it is *Accelerating Written Language*. All teachers undertake the professional development and an expert is brought in to work along side teachers; mainly funded through the MoE.
2. Whole school PLD should receive a higher proportion of Board funding.
3. The Board should continue to set aside an allocated amount for staff to pursue extra study or undertake a personal project.

4. Staff are to review the use of classroom release time to maximise professional learning development (e.g. attending day workshops, observing in other schools).

Whaea Liz

## References

Deloitte access Economics *Quality Teaching Rounds – Cost Benefit Analysis* University of Newcastle August 2020.

Education Review Office. (2009). *Managing professional learning and development in primary schools*. Evaluation Reports January 2009. Wellington, Education Review Office.

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teaching professional learning and development: Best evidence synthesis iteration*. Wellington: Ministry of Education.

Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>

# Clyde Quay School Principal's Report 9 June 2021

## CLYDE QUAY SCHOOL

Action Taken										Ongoing Action
Current Roll										
<b>June 2020</b>	Mar 2021	April 2021	May 2021	<b>June 2021</b>						
252	236	236	240	<b>244</b>						
<b>Recommendations</b> <b>The CQS Board notes:</b> 1. The roll is 244 students, there were five enrolments and one withdrawal since the May meeting. One family moved out of district. 2. Of the five enrolments, two were out-of-zone, leaving 5 spaces left.  <b>The CQS Board approves 2022 term dates:</b> Teacher Only Days Monday 31 Jan & Tuesday 1 February Term 1 Wednesday 2 Feb - Thursday 14 April (102 ½ days) Term 2 Monday 2 May - Friday 8 July (96 ½ days) Term 3 Monday 25 July - Friday 30 September (100 ½ days) Term 4 Monday 17 October - Thursday 15 December (86 ½ days)										

## CURRICULUM REQUIREMENTS AND STUDENT ACHIEVEMENT

Action Taken	Ongoing Action
<p><b><u>CLYDE QUAY SCHOOL CURRICULUM</u></b></p> <p><b><u>Curriculum &amp; Assessment</u></b></p> <p>Teachers are preparing mathematics presentation June 16 for parents of English Language Learner (ELL) students. Each whānau will provide an overview of coverage and assessment at each year level. Staff has planned an hour session including time for questions.</p> <p>Tuesday June 8 Julie Beattie (Leaning Solutions, Auckland University) will be working with staff to moderate written language specifically for the target group. The judgements are based on the Learning Progressions Framework (annex A). The results are then entered into the Progress and Consistency (PaCT) tool with two further assessments one in term 3 and one in term 4.</p> <p><b>Recommendations</b></p> <p><b>The CQS Board notes:</b></p> <p>1. Parents of ELL students will attend a presentation on mathematics June 16. Teachers will provide an overview of coverage and assessment at each year level. Staff has planned an hour session which includes time for questions.</p> <p>2. Tuesday June 8 Julie Beattie (Leaning Solutions, Auckland University) will be working with staff to moderate written language specifically for the target group. Results will be entered into the Progress and Consistency (PaCT) tool .</p> <p><b><u>PERSONNEL</u></b></p> <p>Nothing further to report since 2.6.2021 personnel meeting.</p>	

DOCUMENTATION AND SELF REVIEW	
Action Taken	Ongoing Action
<p><b>CHARTER</b> <b>SCHOOL SELF REVIEW</b></p> <p><a href="#">MoE CQS Strategic Plan 2021 24.5.2021</a> <a href="#">Analysis of Variance 2020</a></p> <p>The <i>CQS Strategic Plan 2021</i> (the plan) and the <i>Analysis of Variance 2020</i> were uploaded to the to the Ministry of Education 24.5.2021. The delay in processing it at March 1 was the plan had not been finalised.</p> <p>Each subcommittee reviews the action items in the <i>CQS Strategic Plan</i> and includes updates in their respective minutes.</p> <p><b>POLICIES</b></p> <ul style="list-style-type: none"> <li>● <b>POLICIES Term 2</b></li> <li>● Reporting to parents- Board, Staff, Parents</li> <li>● Protected disclosure- Board, Staff</li> <li>● Visitors- Board, Staff</li> </ul> <p><b>ASSURANCES-</b> Board has to ensure compliance</p> <ul style="list-style-type: none"> <li>● <b>Computer, Security, Cyber Safety</b></li> <li>● Finance and Property Management</li> <li>● SUE (Staff Usage Expenditure Reports)</li> <li>● <b>Digital Technology and Cybersafety, Cyber bullying</b></li> <li>● Emergency Evacuation</li> <li>● Risk Management</li> <li>● Student Attendance</li> </ul> <p><b>Recommendations</b> <b>The CQS Board notes:</b></p> <ol style="list-style-type: none"> <li>1. The <i>CQS Strategic Plan 2021</i> (the plan) and the <i>Analysis of Variance 2020</i> were uploaded to the to the Ministry of Education 24.5.2021.</li> <li>2. The term 2 policy review and audits.</li> </ol>	<p><i>Action</i></p> <p>Board members to confirm each has read policies</p> <p>Technology Committee to report back on the assurances marked in red.</p>
HOME AND SCHOOL PARTNERSHIP	
Action Taken	Ongoing Action
<p>June 16 Mathematics meeting for parents of ELL students.</p> <p>June 30 Open afternoon in the junior area Y1-4.</p>	

EMPLOYER RESPONSIBILITIES	
Action Taken	Ongoing Action
As noted in the personnel minutes 2.6.2021 the Board will consider succession planning at the June 9 meeting.	

PROPERTY MANAGEMENT	
Action Taken	Ongoing Action
Both personnel and property subcommittee discussed the role of volunteers and the Board's responsibility/liability.	<p><i>Action</i></p> <p><a href="#">NZSTA Board Responsibility for volunteer workers June 3</a></p>

HEATH AND SAFETY		
Action Taken		Ongoing Action
Has a collective staff review of the registers taken place, to ensure that they are up to date and complete?	Yes	<p>These incidents are as at June 1. A further update will be provided on Wednesday 9 June.</p> <p>In addition to the June 1 table on June 3 a student suffered a severe asthma attack and an ambulance called. Student father on site.</p> <p>June 4 an email was issued to all parents reporting a 'Concerning Incident'.</p>
How many hazards are overdue for remediation?	1 medium	
How many notifiable incidents have taken place this month (since the last Board report)	19 (10 head, 9 minor accidents)	
How many notifiable incidents are still due for reporting to Worksafe (since the last BOT Report)?	0	
How many incidents have been notified to parents this month (since the last BOT report)?	19 (10 head, 9 minor accidents)	
How many times did physical restraint have to be used this month (since the last Board report)	0	
Are there any unusual events worth noting with regard to incidents and/or hazards?	0	

### Recommendation

The CQS Board notes property update and pending action

The CQS Board notes Health and Safety table with two unusual events.

COMMUNICATION	
CQS Whanau Feedback 2021 issued to parents whose children left in 2020, 7 responses received Clyde Quay School Year 8 exit survey for parents was also issued	<i>Action</i> Subcommittee to compile results

### Recommendation

The CQS Board notes two surveys were issued to parents, CQS Whanau Feedback 2021 and Clyde Quay School Year 8 exit survey for parents. The relevant subcommittee is to compile results.

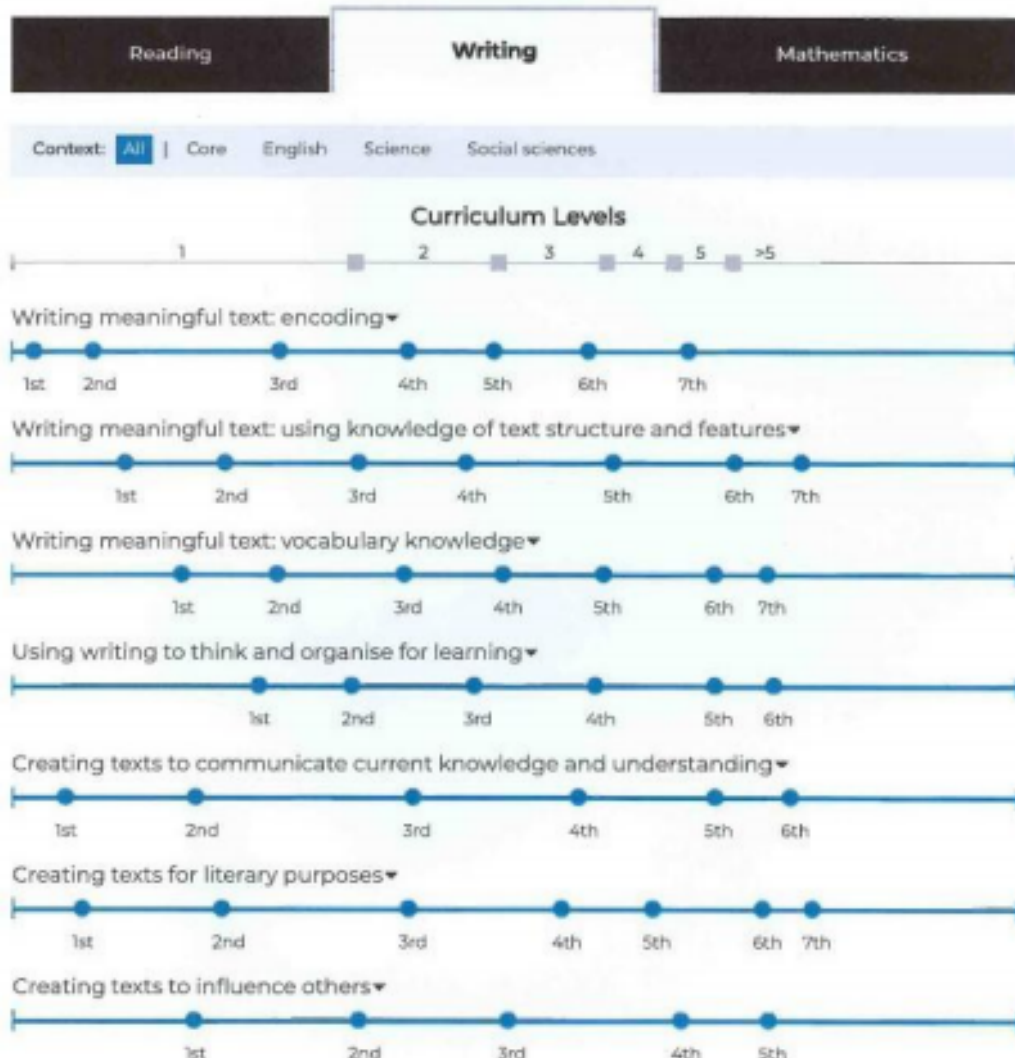
STRATEGIC DISCUSSION	
<a href="#">CQS Strategic Plan 2021</a>	

Principal Liz Patara 7.6.2021

## Curriculum Progress Tools

### The Learning Progression Frameworks

The Learning Progression Frameworks (LPFs) give a big-picture view of progress in reading, writing, and mathematics through the New Zealand Curriculum.



## Personnel Sub Committee Minutes

Date: 2 June 2021 6.00pm	Present: Thorsten Engel, Paul Venning, Liz Patara, Mel Sutton
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### Summarized Matters for the Attention of the Board.

Follow up tasks / updates	Discussion / Outcome	Action for Board	Action Required - Timeframe - Person
Personnel Report was discussed and tabled	As previously agreed, Thorsten spoke with staff about the fact that parent's had taken their child out of CQS because of safety concerns: This was a very difficult conversation and is expected to continue to be a touchy subject. Staff have started to collate information about incidents and how we deal with them, which will help us be clearer and more comfortable over time, with regard to where we draw the 'red line'. Personnel also discussed a particular incident involving 'racists' behavior by a student. The incident was dealt with appropriately but it highlighted the importance of language and clarity around definitions and terms that we use.	The Board <b>notes</b> the Personnel Report but also makes every effort to support our Principal through some deeply emotive and touchy subjects, where people will not always see "eye-to-eye".  As we start to examine our approach to behavioural management, difficult conversations will continue to emerge: This is a difficult and touchy topic and we need to be mindful of that in our discourse with each other and with our community.  It should be noted that teachers have to make many decisions over the course of the day. In the first instance, it is their intuition, experience internalised that is a major factor in influencing respective decisions. Collectively teaching staff has in excess of 150 years of distilled collective wisdom; more when we add all staff. Sometimes 'splitting hairs' and philosophising is more of a hindrance than help. Notwithstanding, dissonance by default, adds to collective wisdom.	on-going
Volunteer helper	A volunteer helper is currently helping Robert with ground-keeping and caretaker duties. It was noted that this was a very positive thing to do for the person in question as well as the school. However some concerns emerged with	The Board to <b>discuss</b> the circumstances around this particular volunteer and decide whether we wish to retain the volunteer assisting alongside the caretaker.	Board to discuss and agree where and how we use volunteers



	<p><i>regard to our Health &amp; Safety &amp; ACC liabilities which led to a broader discussion around volunteers at school.</i></p> <p><i>The matter was also raised at the Property Sub-Committee and requires a full Board discussion.</i></p>		
<p><i>Succession Planning</i></p>	<p><i>There are a number of topics to discuss with regard to succession planning, namely:</i></p> <ul style="list-style-type: none"> <li><i>• Chair Succession - seeking volunteer(s) to Co-Chair for a period of time, so that Thorsten Engel transitions his role</i></li> <li><i>• Principal and Senior staff movements over the coming years</i></li> </ul>	<p><i>The Board to <b>nominate</b> members for taking on a Co-Chair role, so that they can shadow Thorsten Engel and take turns at running meetings / dealing with Chair matters.</i></p> <p><i>The Board to <b>discuss</b> expected timeframes for staff movements and how we prepare for these for smooth succession planning</i></p>	<p><b><i>Board will discuss in committee</i></b></p>

## Finance Sub Committee Report

Date: 7pm 3 June	Present: Johnny, Grant, Liz, Thorsten	Apologies: none
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### Summarized Matters for the Attention of the Board.

#	Context	Discussion / Outcome	Action for Board	Action Required - Timeframe - Person
1	Draft Annual Financial Statements	<p>Discussion included Graeme Witzell, our accountant, to address questions raised in the annual accounts, including interest fees on operating leases such as photocopiers and laptops.</p> <p>The committee discussed the surprisingly positive variation in the final accounts. This was generated by a gap in the way we budget for finance leases and corresponding liabilities and a return of project funding associated with our construction project (which we expected to be clawed back by the Ministry of Education).</p> <p>The net result has been a far better out-turn than expected with a final surplus of \$26,409 for the 2020 Financial Year</p>	<p>The Board to <b>note</b> that our accountant has been asked to apply accounting treatments that ensure alignment between the management accounts and final accounts.</p> <p>The Board to <b>note</b> the positive variance in final out-turn.</p>	
2	BDO audit report	<p>No issue with the content except for BDOs statement that our staffing costs exceed our operational budget by 110%, whilst the "average school" uses around 50-55% of its operations grant to fund salaries.</p> <p>A similar comment made in last year's audit report when queried, produced no evidence for the underlying assertions around some sort of benchmark in the 50-55% ranges - as well as an erroneous calculation of our ratio.</p> <p>It was agreed to seek clarification from BDO regarding this.</p>	The Board <b>notes</b> that a query regarding the putative statistic has been raised with BDO who have agreed to remove the comment from the audit report	immediate
3	Tax gifting	Toxgift has seen about 10% of schools take up this offer and expect significant short term uptake. Another provider, Supergenerous (previously known as Fund our Future), has received funding to promote its service so there may be benefit in going with this provider as they will be looking to	The Board <b>approves</b> the concept in principle and delegates Thorsten to sign up to one or other provider following a procurement process to be led by the finance SC	By the July board meeting

		<p>market and grow awareness of their service.</p> <p>We expect that it could generate around \$3k for us pa but likely to grow over time. This ongoing regifting of donations carries on for a number of years (until the final gift is less than \$5) and is an easy and effective way for the school to increase donations received.</p> <p>Taxgift offers communications materials which we can use. Parents then sign up by providing IRD number, email and name to Taxgift who then look after the rest. Formally, they become the parent's tax agent (but only in the narrow sense for the school).</p> <p>Charges are 10% of the donation that we receive (not the gross amount) - for both providers</p> <p>Taxgift seem more effective in their explanation of their approach than supergenerous  <a href="https://www.supergenerous.co.nz/">https://www.supergenerous.co.nz/</a> however supergenerous are well funded and might become the default preferred provider.</p> <p>Integrating with Kindo would be helpful and both providers are working towards that. In the interim Tax Gift would require upload of donation invoices into their online portal at the end of each tax year. We are yet to determine the process with supergenerous.</p>		
5	Partnerships and grants	<p>Liz has, at the SC's request, identified members of our school community who may be more likely than others to make a financial contribution via partnerships or donations. The SC will review this data as part of further consideration of potential partnership arrangements with local businesses. Any approaches to individuals will be undertaken discreetly.</p>	<p>The Board <b>approves</b> the intent to develop partnerships with local businesses and notes that the SC will provide further information on how we might approach them</p>	
6	3 year plans	<p>The SCs and staff have produced plans, but these have not gone through any kind of moderation or alignment. Also keen to check how developed they are in terms of aspirational planning</p>	<p>The Board to <b>discuss</b> the status of plans and how we can effectively moderate and align them - as well as affirm they are comprehensive</p>	

7	April Financial Result	<p>The April Financial Report has a net profit of \$25,160 for the month and \$91,754 for the year to date.</p> <p>We are now <b>\$78,830 ahead of the year to date budget</b>, predominantly due to:</p> <ol style="list-style-type: none"> <li>1) Give a little funding received but not yet spent</li> <li>2) ESOL funding received in April for Term 1 and Term 2</li> <li>3) Parent Donations received so far this year (total \$45,805k which is 76% of annual budget) are tracking ahead of expectation</li> </ol>	<i>The Board to <b>note</b> the positive variance to budget.</i>	
8	Replacement of Hall matting	<p>Liz emailed the Board Friday 28 May seeking approval for replacement of the hall mats installed in October 2004 and at that stage one set was second hand.</p> <p>Board members emailed or text their approval</p>	<p>CQS Board reconfirms its approval of \$1000 (gst exclusive) to purchase 13m x 4m matting for the hall.</p>	

## **Destruction of archived records 21/5/2021**

Finances 2012, 2013	ERO 2006-2013
Behaviours 2009-2011	Staff meetings 2012
Computers 2012	Sports 2012, 2013
Foreign Languages 2012	Events 2012
SES Funding 2012	SES Correspondence 2012
Public Health 2012	RT Lit 2012
RTLB 2012	SN Registers 2006-2011
Reading Recovery 2012	ESOL 2012
Insurance 2012	Sundry correspondence 2011
Memos to staff 2011	BOT correspondence 2012
PD 2012	Principal's meetings 2012
Principal's File 2012	Enrolments 2011-2013
Complaints 2011-2013	Corr. re students 2011-2013
Attendance 2012	Community Workers 2012
Assessment roll books 2007-2011	MOE Correspondence 2012
BOT correspondence 2011-2013	Leave reports, reliever schedules 2010-2012
PayServe correspondence 2011	NZEI 2011-2013
Teacher registration 2011	Curriculum planning 2013
Teacher Only Day 2013	Research 2010-2011
Other Schools 2011	STA 2008-2011
Novopay 2012-2013	Curriculum 2012-2013
Roll returns 2012-2013	BOT Elections 2013
	Camp 2011-2013

## Community Sub Committee Minutes

<b>Date: 31 May 2021</b>	<b>Present: Michelle, Johnny</b>	<b>Apologies: Mel</b>
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### Summarized Matters for the Attention of the Board

Context	Discussion / Outcome	Action for Board	Action Required - Timeframe - Person
<p>The SC considered how to address the Board priority to:</p> <p><i>Review current comms:</i></p> <ul style="list-style-type: none"> <li>• <i>Who is responsible</i></li> <li>• <i>What form does it take</i></li> <li>• <i>Frequency of comms</i></li> <li>• <i>Links between groups</i></li> <li>• <i>Content/purpose of communication</i></li> </ul>	<p>The SC concluded that the channels (e.g. email, website etc) and content for those channels - insofar as it relates to school information - are an operational matter for school management to oversee but that the Board should have an interest in the outcome of communications with the school whanau aiming to ensure whanau receive timely, comprehensive information about school events and progress</p> <p>The SC noted the 2020 survey of communications channels and the useful insights it offer, including the feedback re the newsletter and discussed potential of supporting staff to assess methods of providing an easy HTML newsletter using Marketing campaign software.</p> <p>The SC also noted that some whanau have expressed an interest in supporting the development of the newsletter content and structure</p>	<p>It is <b>recommended</b> that the Board invites management to consider the current channels and methods of communication (e.g. newsletter, seesaw, website etc); their success in achieving the aims of the Board and the school (having in mind the 2020 survey); and what, if any, resources management requires to be able to successfully achieve the Board's aims in terms of effective communication</p> <p>Management to consider whether and how to include interested whanau in expressing their view and supporting implementation (for example, in a review of the newsletter content and structure)</p>	<p>Suggestion that this is complete by the end of 2021 calendar year - check with Liz and Helen how feasible this is</p> <p>Potential consideration of new methods of delivering newsletter based on feedback from 2020 survey - if school staff team are happy to consider this, community subcommittee to research best options.</p>
<p>The Board has responsibility for ensuring that whanau are kept informed of developments in delivering the strategy</p>	<p>This was discussed as part of the 2021 priorities review</p>	<p>It is <b>recommended</b> that the Board generates a list of updates at each Board meeting to be included in a 'Board Update' on progress against strategic priorities for inclusion in the newsletter once per month</p>	<p>Immediate and ongoing</p>

WE have finalised the strategy and now need to share with whanau		It is <b>recommended</b> that we share the full strategy (not just the pamphlet summary version) with whanau via email	ASAP after the meeting
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*Discussion of agenda items*

Item	Discussion / Outcome	Action for Board	Action Required - Timeframe - Person

*Parking Lot.*

Discussion Initiator	Item

## Correspondence for Board of Trustees' Meeting 9 June 2021

### INWARDS

Date/Date Rec'd	Received From	Subject	Action
	NZSTA	STA News	Available to members at meeting
4/5/21	Linda Wong & Max Field	Feedback re strategy	For information
24/5/21	Ministry of Education	Education Gazette	To Chair
2/6/21	Office of Auditor General	School audit arrangements 2021-2023	To Finance committee
4/6/21	BDO Wellington, Geoff Potter	Comment in audit report	To Chair, Principal, Finance

### OUTWARDS

Date	To	Subject	Sent by
3/6/21	BDO Wellington, Geoff Potter	Comment in audit report	Chair